



# Understanding and Addressing Challenging Behaviors of Individuals with Complex Needs

## Webcast Series Part Four: Setting Events & Triggers

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## SINCE LAST WEBCAST YOU FILLED OUT SECTION ONE

**1 Individual Challenges Related to Behavior**  
(To Help Identify Antecedents and Consequences)

Learning Challenges and Unlearned Skill Development	
Environmental Mismatch and Change	
Sensory/Biological Sensitivities and Preferences Impact of Medical Concerns	
Social, Emotional & Communication Challenges	
Difficult to Motivate & Narrow Interests	

**3 Individual Strengths Related to Behavior**  
(To Help Identify Strategies)

Learning and Skill Development	
Environmental Matches	
Sensory/Biological Preferences	
Successful Social & Communication	
Motivation & Interests	

**What are the Underlying Contributors to and Function of the Behavior (THE "WHY WORKSHEET")**

When \_\_\_\_\_ is faced with the stressors of these setting events \_\_\_\_\_ and these immediate triggers \_\_\_\_\_ he/she engages in the identified behavior (above) which results in this type of reinforcing consequence \_\_\_\_\_

These identified factors result in the behavior serving the following function(s) or benefit(s) for the individual (1 or more):

- ☐ A Sensory Experience or Physiological Benefit: \_\_\_\_\_
- ☐ A Desired Object, Person, Activity or Experience: \_\_\_\_\_
- ☐ An Escape from an Undesirable Task, Activity, Person, etc.: \_\_\_\_\_
- ☐ A Way to Communicate: \_\_\_\_\_
- ☐ Other Functions: \_\_\_\_\_

**WHAT'S MISSING?**

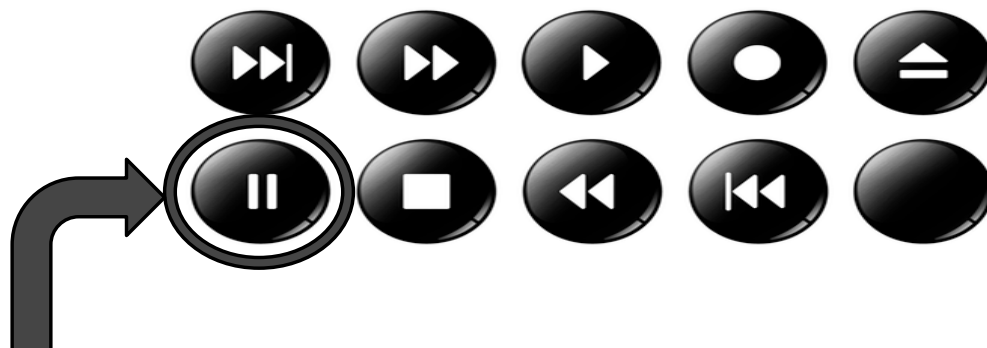
Behaviors are indicators of a missing or needed skill that will address issues identified in Step 2.

What skills does the individual need (that were NOT identified in Step 2) in order to change the behavior of concern?

(Example: Social, Communication, Academic, Coping, Emotional Regulation, Self-help, etc.)



“It’s ok to hit the pause button...”

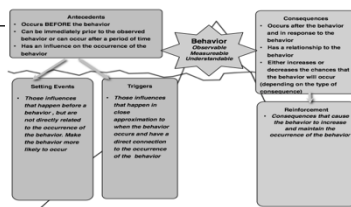


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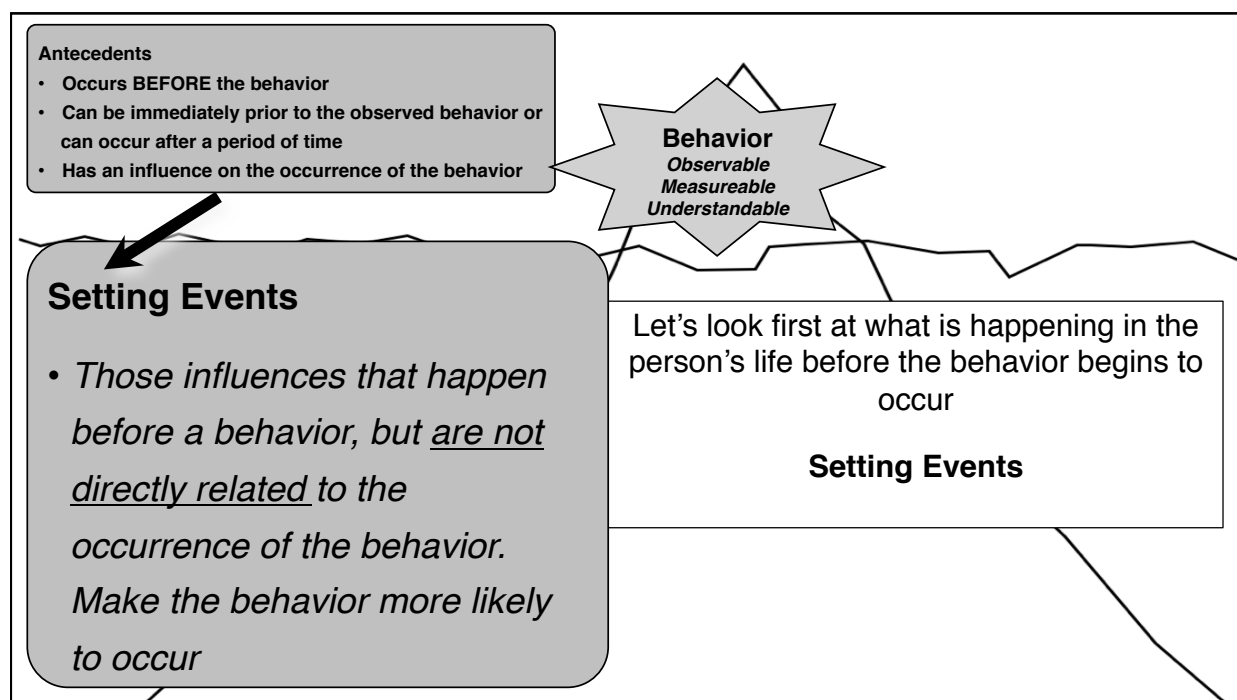
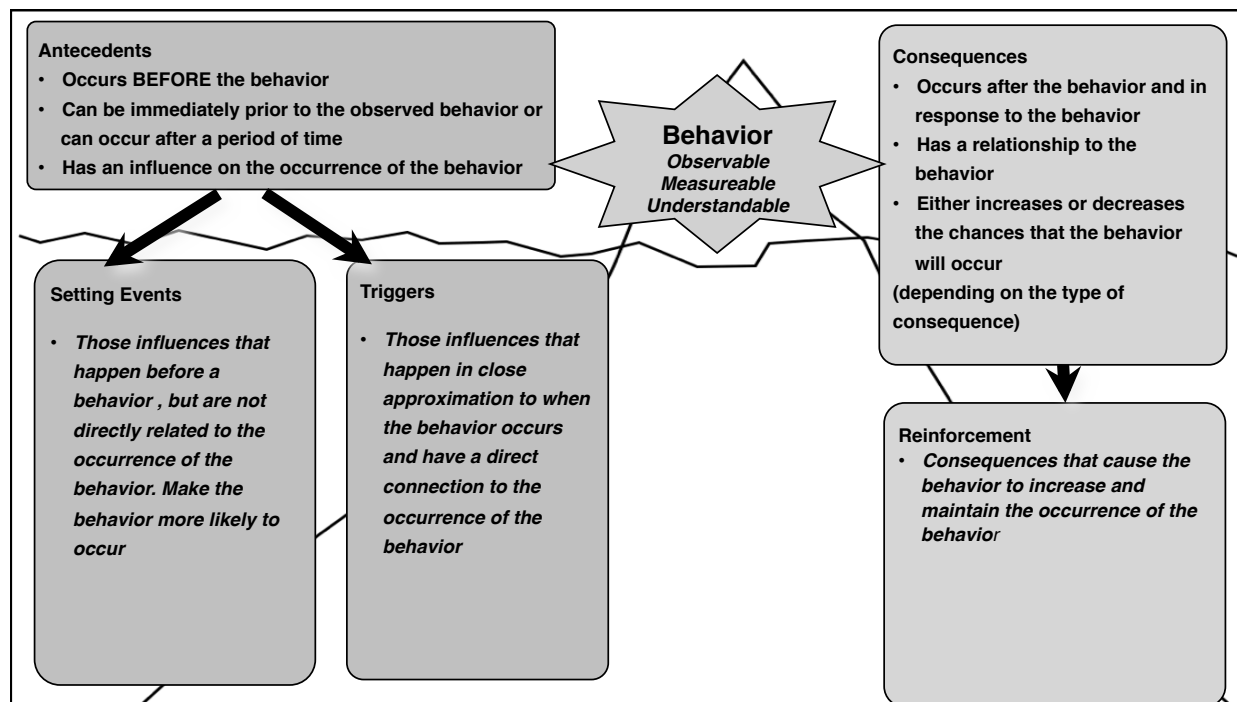
## Process of FBA for Individuals with Complex and Challenging Needs

Expanded  
A-B-C

- Plug in Antecedents and Consequences based on knowledge of individual’s specific and individualized information
- Draw Conclusions of what is driving the behaviors looking under the surface

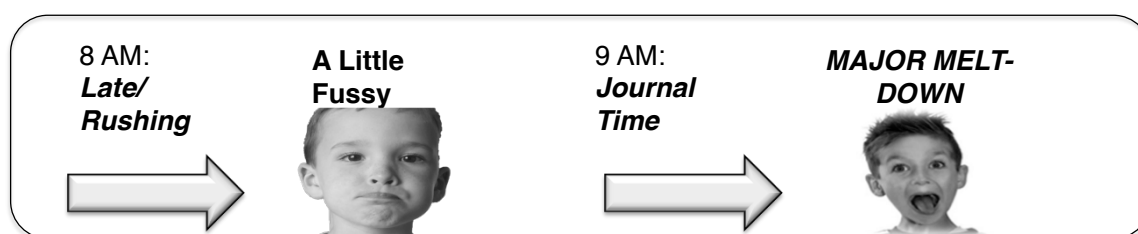


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## Setting Events

- Factors that ***do not*** directly cause behavior, but create a situation likely to escalate
- Factors that make the behavior more likely to occur

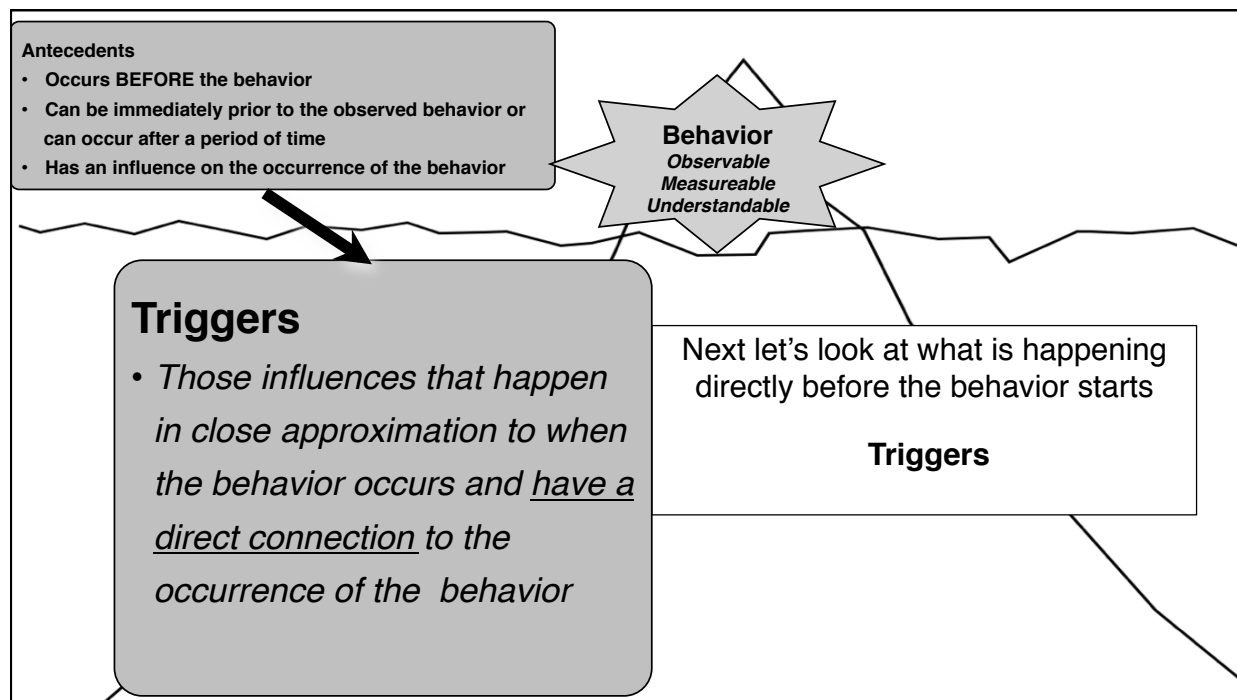


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## Frequently Encountered Setting Events

- Hunger/Thirst
- Allergies: Environmental; Food
- Sleep Issues
- Illness
- Being Hurried
- Being Late
- Different Caretakers
- Medication Effects
- Emotional Situation
- Time of Year
- Gastro-intestinal Disturbances
- Reaction to Crowds/ Noise

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<h2>Triggers:</h2> <h3>Examples of Categories</h3> <h3>Example of Types</h3>	
<h3>Person</h3> <ul style="list-style-type: none"> <li>• A person that triggers a behavior due to the way they act, react, request, look or other aspect</li> <li>• May have no intention to upset or "trigger" an incident</li> </ul>	<h3>Activity or Demand</h3> <ul style="list-style-type: none"> <li>• What being asked to do</li> <li>• When and how being asked (by anyone)</li> <li>• Activity or task itself is difficult, confusing, etc.</li> <li>• Transitions</li> </ul>

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# Triggers:

## *Examples of Categories*

### Example of Types

#### Environment or Sensory

- Intense sensitivity
- Associated with “pain”
- Causes fear, anxiety, panic

#### Emotional

- Situations that elicit fearful or negative emotions
- May be difficult to understand from another’s viewpoint
- Gradually developed “Trauma”



## Guidance for Identifying Antecedents and Consequences

### Potential Antecedents

- What is occurring *BEFORE* the behavior begins?
- Look at what occurs shortly before the behavior although those things that may not be immediately prior to behavior can be important to identify.

1. Where is the behavior occurring?
2. What is the individual doing or being asked to do? Or what is the individual being asked to stop doing?
3. How are others communicating with the individual? (ex: verbally? with pictures? gestures? other?)
4. Who is in the environment and what are they doing? (Peers and adults)
5. What are the activities that are occurring around the individual? What is the nature of these activities?
6. What are the sensory aspects of the environment? What does it sound like, look like, feel like, etc.?
7. When is this behavior occurring? Time of day? Day of week?

- Closely examining both **Setting Events** and **Triggers** can help the team better identify the antecedents and better understand **WHY** the person may have developed the challenging behavior



